

41

I

- 1) teacher
- 2) watch out for crocodiles
- 3) the river
- 4) firewood

II

1)
A few of the **mothers panic**, and one asks if **crocodiles** come out **only at night**, but is told (that) they're out all **day**.

43

I

- 1) teaches
- 2) wearing
- 3) he returns
- 4) often dresses

II

1)
As a boy, Lekuton was curious about **school**, where a **white lady** scribbled lessons under the **acacia tree**, particularly because the **village boys** believed that the **missionaries** were **cannibals**.

42

I

- 1) who have waited months
- 2) disappoint
- 3) crossed rivers
- 4) child (in Kenya)

II

1)
The students step onto the **smooth bottom** of the **river**, **Lekuton** following with a **machete**, and on the other side, one asks if he has ever (actually) **killed a lion**.

44

I

- 1) school was useless
- 2) herding cattle
- 3) send one child
- 4) law
(a new law)

II

1)
When he **began** his **lessons** (under the acacia tree), Lemasolai was given a **school uniform** to **replace** his nanga and was **discouraged** from **speaking Maa**.

45

I

- 1) returned to
- 2) his brothers
- 3) his friends
- 4) he'd learned from the missionaries
(he had learned from the missionaries)

II

1)
Joseph **excelled** at school and achieved his **dream** of going to **college in America** by winning a **scholarship** to **St. Lawrence University** (in Canton, New York).

47

I

- 1) Lekuton
- 2) villages and the kids
- 3) (pen-pal) letters
- 4) offered the job

II

1)
On his **first day**, he told his class that his name was **Mr. Joseph Lekuton** and he was a **warrior**, and **nobody** said **anything**.

46

I

- 1) didn't understand
- 2) some villagers
- 3) warned
- 4) to America

II

1)
Lekuton earned a **degree** at **St. Lawrence** and, deciding he wanted to **teach**, sent out his **résumé** and soon had an interview at **Langley**.

48

I

- 1) many of the countries and features
- 2) map
(world map)
- 3) graduate
- 4) the world

II

1)
Lekuton, whose lessons sometimes **deviated** from **social studies**, once had students **add up** the **cost** of every item they were wearing, and another time asked what a **civilization** is.
...asked what a **civilization** was.
...asked, "What is a **civilization**?"

49

I

- 1) three months
- 2) to his village
- 3) near his mother
- 4) decided to teach

II

1)
He invited **Betty Brown**, **several students** and their **families** (to come) to **Kenya**, where they visited a **poor school** and a **wildlife "ark"**, and attempted to build a **dung hut**."

*Students should not be penalized for failing to use quotation marks.

51

I

- 1) (the) roosters
- 2) chittering
- 3) the hanging box
- 4) Juana (, his wife)
- 5) songs
(music)

50

I

- 1) The students
- 2) the developing world
- 3) struck a chord with
- 4) more families

II

1)
The **students** in the Mount Kenya Safari Club are glad to be out of the **vans** after the **exhausting six-hour drive** from **Amboseli**, (a game preserve) where they observed **elephants**.

52

I

- 1) went to Coyotito's **hanging box**
(went to the **hanging box**)
- 2) Juana **fanned** a coal alive
got up

II

- 1) a goat came near and **sniffed** at him and **stared**
- 2) The **Song of the Family** came from **behind** Kino (now)

53

I

- 1) could **hear** and **smell** the corncakes cooking
(...corncakes in the house)
(...corncakes on the cooking plate)
(could **hear** the pat of the corncakes and **smell** them cooking)
- 2) **Kino** watched (the) **ants**

II

- 1) **coming** close (to Kino) and **curling up**
- 2) **take** Coyotito out of his hanging box
(, clean him) and **hammock** him in her shawl

55

I

- 1) Kino's breakfast was a hot **corncake** and **pulque**
(Kino ate a hot **corncake** and drank a little **pulque**)
- 2) fell on Coyotito's **hanging box** and its **ropes**
(fell on the **ropes** that held the **hanging box**)

II

- 1) **eyes** were drawn to the **hanging box**
- 2) the **Song of Evil** came (in his mind), a savage, secret, dangerous **melody**
(the **Song of Evil**, a savage, secret, dangerous **melody**, came in his mind)

54

I

- 1) was part of the **family song** too
- 2) **other** brush houses
those were **other** songs

II

- 1) two **roosters** **bowing** (and feinting) at each other
- 2) (then) **comb** and **braid** her (black) hair
(**comb** her hair and **braid** it)

56

I

- 1) ancient magic
- 2) Kino
- 3) the scorpion

II

- 1) song
- 2) great song-makers
- 3) personal songs
- 4) familiar sounds
- 5) the ancient song
- 6) Song of Evil

57

I

- 1) the scorpion
- 2) stamping
(beating)
- 3) the Song of the Enemy

II

- 1) morning routine
- 2) ordinary things
- 3) Juana's actions
- 4) perfectly content
- 5) the scorpion
- 6) all the dangers

58

I

- 1)
those in front passed **word** to those behind that the baby had been stung by a **scorpion**
(the **word** that the baby had been stung by a **scorpion** passed from those in front to those behind)

- 2)
"All of these people" knew that while an adult might be very ill from a scorpion sting, with **swelling and fever**, a **baby** could easily die.*
The people knew that first there would come **swelling and fever** and tightened throat, and that a **baby** could easily die from a scorpion's sting.

*Students should not be penalized for failing to use quotation marks.

59

I

- 1)
did a most **surprising** thing in asking for the **doctor**
(did a **surprising** thing when she said to get the **doctor**)

- 2)
Everyone thought that the doctor would not come because he never came to the cluster of **brush houses**, as he had more than he could do to take care of the **rich people** (in the stone and plaster houses of the town).

60

I

- 1)
she went out of the **gate**, followed by (Kino and) the **neighbors**
(she went out of the **gate** with Kino and the **neighbors**)

- 2)
The city of stone and plaster had harsh outer **walls** and cool inner **gardens**, where **caged birds** sang and cooling water splashed on hot flagstones.

61

I

- 1) scientists
- 2) air
- 3) oxygen and nitrogen
- 4) (Henry) Cavendish
- 5) react

62

I

- 1) refused to **react** with anything in his **experiments**
(... in Cavendish's **experiments**)
- 2) knew about **electricity** two hundred **years** ago

II

- 1) 1/4 of it **disappeared**
into something that **dissolved** in water
- 2) **sparked** it again, and almost all the air **disappeared**
(and, when **sparked** again, almost...)

63

I

- 1) all the **nitrogen** had reacted, a **tiny**, **colorless bubble** floated above the water
- 2) Cavendish tried all the **techniques** of his day, it just **sat there**
(...the bubble just **sat there**)

I

- 1) **all over the world**, and he made several **important discoveries**
(while he was)
- 2) **came across a yellow line**
(where no line ought to be)
(**came across a yellow line** in the reading)

II

- 1) (Henry) Cavendish didn't bother to **publicize** his **discovery**
- 2) Pierre Janssen investigated an **eclipse** of the sun in **India**
(...was investigating an **eclipse**...)

II

- 1) **give off** when heated to **glowing**
- 2) (had) **discovered** (several) new elements with the **help** of the **spectroscope**

I

- 1) **sunlight's** "fingerprint" made things more **complicated**
(**sunlight's** fingerprint **complicated** things)
- 2) so he **shipped** his data to an **expert** on spectroscopes (—Sir Joseph Norman Lockyer, in England)

II

- 1) knew right away that the **line** meant a **new element**
(...the **line** had to be a **new element**)
- 2) solid evidence before they would believe in **helium**, but he **didn't have** any
(...in **helium**, which, unfortunately, he **didn't have**)

I

- 1) chemicals
- 2) nitrogen
- 3) spectroscopy

II

- 1) clues
- 2) detective's report
- 3) bubbles
- 4) unreactive
- 5) fingerprint
- 6) current

I

- 1) uranium ore
- 2) blackish
- 3) boiling (some) chunks

II

- 1) gases
- 2) several different scientists
- 3) gases other than
- 4) bubble
- 5) metal of the sun
- 6) helium

I

- 1) at **facts and figures** who had never heard of a "**bubble mystery**"

*Students should not be penalized for failing to use quotation marks.

2)

To investigate the theory, Lord Rayleigh did the (best,) most **accurate** job possible, spending ten years making certain that he had the weights of hydrogen and oxygen perfectly **correct**.

I

- 1) how often he **redid** his experiment, the **two weights refused** to agree

2)

Lord Rayleigh wanted perfect **accuracy** because otherwise he could not **announce** to the world that other atoms were definitely not made from hydrogen. As perfect **accuracy** was the whole point of Lord Rayleigh's experiment, he could not **announce** that atoms are definitely not made from hydrogen if his own figures did not agree.

I

- 1) was known as a **careful worker** who did not make many **mistakes**, and because Ramsay (had) had a **flash of memory**

- 2) William discovered chemistry in his last year of college, when, laid up with a **broken leg**, he picked up a chemistry book to see how **fireworks** were made.

I

- 1) tiger
- 2) reign of terror
- 3) the Talkative Man
- 4) dingy and depressing
- 5) agent of a soil fertilizer company

I

- 1) on an **obscure branch-line** of the **railway**
- 2) through which the station-master issued **tickets** and spoke to (occasional) **passengers** (who turned up)

II

- 1) became **excited** on seeing me because he had seen so **few travelers**
- 2) took me into the **ex-compartment** and **seated** me (on a stool)

73	74
<p>I</p> <ol style="list-style-type: none"> 1) he lived with his wife and (seven) children 2) samples and elaborate directions for their use (the samples and my elaborate directions...) 	<p>I</p> <ol style="list-style-type: none"> 1) I pushed aside a (heavy) table, (a) chair and (a) stool 2) I opened the door slightly (to let in a little air) and placed the chair across it
<p>II</p> <ol style="list-style-type: none"> 1) but the only stopping train would be at 5:30 (on) the following morning (though there would be no stopping train until the following morning) 2) the station-master said that these parts were full of tigers 	<p>II</p> <ol style="list-style-type: none"> 1) that I hadn't noticed them come up behind me 2) the dream ended and I opened my eyes
75	76
<p>I</p> <ol style="list-style-type: none"> 1) it was a muddled moment (for me), my dream had fully prepared my mind 2) the tiger stood hesitating 	<p>I</p> <ol style="list-style-type: none"> 1) with interest 2) so completely shut out of sight 3) meal
<p>II</p> <ol style="list-style-type: none"> 1) I recollected that wild animals are less afraid of human beings 2) I sat under the table 	<p>II</p> <ol style="list-style-type: none"> 1) thronging the streets 2) man-eating tiger 3) diverted 4) his own tiger story 5) wonder 6) obscure

77	78
<p>I</p> <ol style="list-style-type: none"> 1) the furniture (this lot of furniture) 2) the tiger 3) the timber (the heavy timber) 	<p>I</p> <ol style="list-style-type: none"> 1) The tiger could do nothing more than perch on the table and try to strike me down
<p>II</p> <ol style="list-style-type: none"> 1) the station-master 2) village peasants 3) returns to the station 4) catlike creatures 5) flourishing a chair 6) retreats only briefly 	<p>II</p> <ol style="list-style-type: none"> 2) The Talkative Man swiftly drew the chair towards him and wedged it into the arch of the table, while the stool protected him on the other side.
79	80
<p>I</p> <ol style="list-style-type: none"> 1) espied a gap through which he dangled a paw 	<p>I</p> <ol style="list-style-type: none"> 1) The tiger bolted across the tracks into the jungle when the goods train lumbered in (at 5:30)
<p>II</p> <ol style="list-style-type: none"> 2) The Talkative Man cut off a digit with a claw on it, making it a fight to the finish between him and the tiger. The Talkative Man cut off three claws in his fight with the tiger, which is why he says he had become as bloodthirsty as the tiger. 	<p>II</p> <ol style="list-style-type: none"> 2) They found out that the tiger did have three toes missing from its right forepaw, but the hunters said that some forest tribes cut off the claws of tiger cubs for a talisman and then let them go.

81

I

82

I

A upwind, for their prey would be off in a flash

B size and power

- 1) (the Great Khan's) hunting parties
- 2) sixty
- 3) city of Khan-balik
(place he is staying)
- 4) thirty days'
- 5) the hides

C who bear the title (kuyukchi, or) keepers of the mastiffs

D scarlet
blue

83

I

A 5,000 hounds

B wild beast they find falls (a) prey

84

I

A In March, the Khan travels southward to (within two days' journey of) the Ocean
(...to within two days of the Ocean)

B (is) distributed

C a fine sight

D binds the(se) (two) brothers to provide the Great Khan's court

C (who are) posted here and there in couples

D are always on the spot

85

I

A means

B (he takes it to) the keeper of lost property (, who) takes charge of it

86

I

- 1) (his) gerfalcons
- 2) his couch
- 3) (great) sport and recreation

C anything lost is (always) returned

(anything that is lost can be returned)

(those who have lost anything will have it returned)

D huntsmanship and falconry

II

- 1) travel writing
- 2) historical fact
- 3) wealth and power
- 4) large and powerful
- 5) 20,000 men
(10,000 hounds)
- 6) 10,000 hounds
(20,000 men)

87

I

- 1) sport and recreation
- 2) enjoy
- 3) (Great) Khan

88

I

- 1) the chamber in which he sleeps
(a chamber...)
- 2) lion-skins

II

- 1) extreme luxury
- 2) large carnivores
- 3) handsome shelter
- 4) beaten gold
- 5) 10,000 pavilions
- 6) fine and costly

3)
The three tents are of lion-skins without and ermine and sable within, and are held up by cords of silk (, which is why they are so costly and precious that "no petty king could afford them").*

*Students should not be penalized for failing to use quotation marks.

89

I

- 1) the pavilions for the **Khan's mistresses** and the tents for the **birds and beasts** (those of the **Khan's mistresses'** and the **birds and beasts'**)
- 2) whole household staff

3)

The Khan goes **hawking** by lake and stream during his stay, enjoying all the time the finest **sport and recreation**.

During his stay, the Khan enjoys the finest **sport and recreation** in the world, including **hawking** by lake or stream.

91

I

- 1) (bright) sapphires
- 2) quite so useful
- 3) dreams of crying
- 4) dreams
- 5) a (little) Swallow

90

I

- 1) March and October
- 2) **beasts** come right up to a man, he does not (touch them or) do them any **harm**

3)

In the Great Khan's mint, **money** is made out of the **bark** of trees, which is crumbled and pounded and flattened into **sheets**.

The Khan has **money** made for him from tree **bark** that is stripped from mulberry trees and glued into **sheets**.

92

I

- A the point courtship
- B no **money** and (far) too many **relations**

- C **traveling** and believed his wife should love traveling also was (so) **attached** to her home
- D put up fine position

93

I

- A **curious** that a large drop of water fell on him because there was not a (single) **cloud** in the sky
- B use fly away

- C the eyes of the Happy Prince were **filled** with tears, and tears were **running** down

- D played in the garden

94

I

- A **never cared** to ask what lay beyond too **polite** to make any personal remarks out loud

- B he could see a woman (seated at a table) whose face was **thin and worn** ~~is crying~~ **was**

95

I

- A waited for in **Egypt** and his friends were **flying** up and down the Nile, and **talking** to the large lotus flowers

- B mark of disrespect

- C picked out the (great) **ruby** from the Prince's **sword** and flew away

96

I

- 1) the boy
- 2) (great) ruby
- 3) forehead

II

- 1) winter
- 2) a golden statue
- 3) discovers
- 4) a human heart
- 5) sorrow
- 6) beautiful

I

- 1) Happy Prince
- 2) the warm feeling came from having done a good action

II

- 1) seamstress
- 2) flowers
- 3) river
- 4) waiting
- 5) always throwing
- 6) so sad

I

- 1) the Prince asked the Swallow if he would **stay** one **night** longer (would he not **stay** one **night** longer)
- 2) of the cataract

3)

The young man is sitting at a **desk** trying to finish a play for the Director of the **Theatre**, but he is too cold to write any more because there is no fire in the **grate** (and hunger has made him faint).

I

- 1) made of rare **sapphires** (,which were) brought out of **India** a thousand years ago
- 2) the (beautiful) sapphire

I

- 1) bring the **Prince** two (beautiful) **jewels** in place of those he had given away

3)

The Swallow told some sailors, who were **hauling** big chests out of a large **vessel**, that he was going to Egypt, but nobody minded.

2)

The Prince commanded the Swallow to **pluck** out his other eye, so the Swallow decided to stay with the Prince always because the Prince was **now** blind.

I

- 1) clarify
- 2) *Saturday Evening Post**
- 3) shot down
- 4) combat territory
- 5) 80 squadron (his squadron)

* Students do not need to indicate italics.

I

- A moved frequently (being moved very frequently)
- B had virtually no **experience** of the **aircraft** I was flying (...of the **aircraft**, none of flying long distances)

- C I **landed** and reported to the **CO** (in his tent)

- D the middle of see (spot)

I

- A flight time darkness fell
- B but (below me) there was nothing but **rugged** desert full of **boulders** (and gullies)

- C make a **forced landing** (in the desert) before it was **too dark** to see

- D direction (little) patch of desert

I

- A touched down
- B **buried** its nose in the sand at (about) **seventy-five miles an hour**

- C a **skull** fracture, a few **teeth** knocked out **blinded** (completely) for days (to come)

- D senses went up in flames

I

- A no pain
to sleep
- B so I began very slowly to **drag** myself
away (from it)
(...away from the hotness)

- C I had to keep on **dragging** myself into
the **cooler** one

I

- 1) aircraft
(fighter)
(plane)
- 2) British (army)
(RAF)
- 3) Italian army
(Italians)

II

- 1) fighter pilot
- 2) airfields
- 3) location
- 4) apprehensive
- 5) navigate
- 6) squadron

I

- 1) dark
- 2) inspect the wreck
- 3) British lines

II

- 1) rugged desert
- 2) enough fuel
- 3) fracturing
- 4) burning wreckage
- 5) ventured out
- 6) no-man's-land

I

- 1) he was an English **doctor**, that I was
in **Mersah Matrûh**, and that I would be
sent back to **Alexandria**
(he was a **doctor**...)
- 2) understood

- 3)
The army had preserved the railway
between **Mersah** and **Alexandria**
because it was a vital **supply line** for
the forward troops in the Western Desert.

I

- 1) being **taken off** (the train) and a
woman's voice saying that I would go to
the **Anglo-Swiss**
- 2) my stretcher

- 3)
The owner of the deft fingers **unrolled**
the bandages around Dahl's head and
asked him to **squeeze** her hand if he
could **hear** her.

I

- 1) to lie very still
(not to move)
(not to worry)
- 2) I lay there **dozing**, while **guns** opened
up and **bombs** exploded
(I lay there **dozing**, and later I heard
the ack-ack **guns** and a lot of **bombs**
exploding)

- 3)
Dahl felt very **calm** that night, as though
he had **ear-phones** on and the terrific
commotion of bombs and ack-ack was
coming to him over the wireless.
Dahl felt **calm** and dreamy listening
to the terrific commotion of bombs
and ack-ack guns outside, as though
he was listening to the noise on the
wireless through **ear-phones**.

I

- 1) predictable patterns
- 2) in the middle of the brain
- 3) Circadian rhythms
- 4) metabolism
- 5) controlled by the clock

I

- 1) where they trigger **about 20,000**
neurons
(triggering about 20,000 neurons)
- 2) jet lag

- 3) central clock
- 4) that each (little) **cell** has its own **clock**

113

I

- 1) pushes forward
- 2) can be pushed out of **sync** with the natural cycle of **light** and darkness

114

I

- 1) if you wake **early** and get outside, the body's master clock tends to **shift** earlier
- 2) at night

- 3) teenagers are put in a kind of a gray **cloud** when they don't get enough sleep
- 4) using the light

- 3) tired students
- 4) **blue-blocker** goggles can protect students from getting the **signal** that it's daytime

115

I

- 1) two hours earlier
- 2) that **prepares** the body for sleep by rising in the **evening** and tapering off in the **morning**

116

I

- 1) brief stints outside
- 2) body's clock
- 3) outdoor light/sunlight

II

- 3) TVs and computers
- 4) This **unnatural** lighting can (trigger the body to) ramp up melatonin levels (later) at **night** and cause them to fall later than normal in the **morning**

- 1) sleep
- 2) biological cycles
- 3) outside factors
- 4) pushes forward
- 5) natural
- 6) hormone

117

I

- 1) hormones
- 2) operate
- 3) time zones

118

I

- 1) The chemical reactions that maintain life in every cell, **collectively** known as the body's **metabolism**, may become perturbed when a person travels across many time zones.

II

- 1) master clock
- 2) coordinates
- 3) reactions
- 4) light cues
- 5) chemicals
- 6) communicate

119

I

- 1) Six men spent 520 **days** on a pretend (OR make-believe) voyage to Mars to learn how people would cope with living in **close** quarters during **travel** to and from the Red Planet (OR Mars).

120

I

- 1) Each participant wore a device on his wrist that recorded his motions, telling Basner's **team** that most participants were sleeping more each day **during** the last half of the trial than they had during the **first**.

I

- 1) withdraw
- 2) surrounding
- 3) a painter
- 4) his appearance
- 5) return

123

I

1)
They would answer the call of the north in the **spring** but come back in the **autumn** to be his **guests** (again).
(...in the **spring**, but in the fall they would come back, honking in the **autumn** sky, to be his **guests** again.)

- 2) his existence and his safe haven
- 3)
he **hoarded** them jealously because he was **not satisfied** with them

122

I

1)
he would **sail** away, looking for (new species of) birds to **photograph, sketch** or add to his **collection**
(he would **sail** the tidal creek and estuaries (and out to sea) to **photograph** or **sketch** birds, and add to his **collection**)

2) friends

3) wild ducks

4)
many hundreds **remained** there until early spring, when they **migrated** north again
(many hundreds **remained** through the cold weather and then **migrated** north again in the spring)

124

I

1) of the salt-laden cold

2)
One November **afternoon**, a **child** approached the lighthouse studio, carrying a **burden**.
(...and she carried a **burden**.)

3)
greater than her **fear** was the **need** of that which she bore, for she had picked up the knowledge that this ogre could **heal** injured things
(...for she knew that this ogre who lived in the lighthouse had magic that could **heal**)

125

I

1) his voice was deep and kind

2)
a (large) white **bird** that had stains of **blood** on its whiteness

3) followed

4) pinions

5)
where she had found it, and she said it had been in the **marsh** where **fowlers** had been
(...found it, to which she replied...)
("Child, **where** did you find it?" and she replied, "In t' **marsh**, sir, where **fowlers** had been")

127

I

- 1) to England
- 2) south
- 3) escape the snow and ice

II

- 1) fishing village
- 2) desperately frightened
- 3) flees in panic
- 4) bandages the bird's wing
- 5) terrible storm
- 6) a strange land

126

I

- 1) clip her primaries
- 2) wing (tip)
- 3) grow

II

- 1) his boat
- 2) his underdeveloped hand
- 3) his sanctuary
- 4) know and trust him
- 5) His paintings
- 6) survive

128

I

1)
Rhayader ran out to ask the child her **name** and where she lived, to which she replied that she was **Frith**,* and she **lived** (with the fisherfolk) at **Wickaeldroth**.*

*The key words Frith and Wickaelthroth are not given in the question but are required for the answer to be complete.

129

I

1)
In June, a group of **pink-feet** rose lazily into the **sky** and with them was the **snow goose**.
One June morning, a group of late **pink-feet** climbed into the **sky** in ever widening circles and with them was the **snow goose**.

130

I

1)
(Every year) when the snow goose was at the lighthouse, **Frith*** came too, and she **sailed** with Rhayader (in his speedy boat), **caught** wildfowl (for his colony) and even **learned** to mix his paints.
...**learned** many things.
...**learned** the lore of every wild bird.

*The key word Frith is not given in the question but is required for the answer to be complete.

131

I

- 1) pride
- 2) Elsa's mother
- 3) Elsa
- 4) famous
- 5) a crevice

132

I

1) a kill
2)
were far from **intimidated** by the donkeys, which they **charged** and put to **flight** (...the donkeys, and **charged** them and put them to **flight**)

3) their instincts (were)
4)
had been (almost continuously) absorbed by **her paintings**, but she had started to concentrate on **writing and photography**

133

I

1)
five versions of the **clandestine crossing** to South Island and sent them to five **magazines**, all of which **published** them (five versions of our **clandestine crossing**, which were **published** in five **magazines**)
2) photograph

3) banished to a zoo
4)
took her **sisters** (by airplane) to Blydorp **Zoo** (in Rotterdam), Elsa **joined me** in my work (took her **sisters** to a **zoo**, Elsa **joined me** in my work)

134

I

1) an hour or two
2)
she would **knead** her thighs, and while she got over the **loss** of her **sisters** we let her sleep on our bed

3)
despite (all) my years as a **warden**, I had no real knowledge about how to set about our **task**
4) first safari

135

I

1) a rhino and giraffe(s)
(rhino and giraffe)
(a rhino and a herd of giraffes)
2)
started a (colossal) **stampede** of elephants, but the grunt of a **lion** left her unmoved

3)
when I took her **fishing** she would (plunge in to) recover the **catch**, which she was inclined to **deposit** (, in distaste,) on my bed
4) local fishermen's goats

136

I

1) opponents
2) guinea fowl
3) refused to be routed

II

1) shot their mother
2) competition
3) compassion
4) instinctively practicing
5) failure
6) determined

I

- 1) the lion
- 2) his gun
- 3) luck had run out

II

- 1) survive
- 2) accomplish
- 3) a series of safaris
- 4) run riot
- 5) abundance of animals
- 6) shoot a lion

I

1)
The safari to Lake Rudolf was "testing" in that they had to cross scorching **lava** to the lake, and then had a long **march**, which left Elsa and Joy too **exhausted** to eat.

The safari to Lake Rudolf was testing because Elsa would not cross the scorching **lava** to the lake, and (because) it was such a long **march** that both Elsa and Joy were too **exhausted** to eat.

I

- 1)
To prevent Elsa being a danger to other animals, they kept her away from the **donkeys** in an advance or rearguard party while on the move, and held her back on a chain when near **camels**.
To prevent Elsa being a danger to other animals, they kept her in an advance party or rearguard when they were all on the move, away from the **donkeys**, and held her back on her chain when they encountered **camels**.

I

- 1)
Elsa showing signs of coming into **season** (for the first time), (clearly) seeking the **company** of other lions and then failing to show up for **several days** indicated that it was time to find Elsa a home in the wild.

I

- 1) cylinder
- 2) a (little) crowd
- 3) staring quietly
- 4) inanimate
- 5) strange

I

- 1)
walked from **Woking** and **Chertsey**, so that there was (altogether quite) a **considerable crowd**
- 2) green apples and gingerbeer

- 3) standing on the cylinder
- 4)
had been **uncovered**, he asked me to go to see the **lord of the manor**
(...asked if I would mind going over to see the **lord of the manor**)

I

- 1) onlookers
- 2)
it improbable that it contained any **living creature**, and the unscrewing might be **automatic**
(...**living creature** and thought the unscrewing...)

- 3)
it might contain **manuscript**, or **coins** and **models**, yet it was (a little) too large for **assurance** on this idea
(it possibly contained **manuscript**, **coins** or **models**, yet...)
- 4) a message (received) from Mars
(a remarkable story from Woking)

I

- 1) a noisy tumult
- 2)
I walked up to the station to **waylay Lord Hilton** from the six o'clock **train** from Waterloo
(I went home, had some tea, and walked up to the **train** station to **waylay Lord Hilton**)
(I went to **waylay Lord Hilton**, who was expected from London by the six o'clock **train**)

- 3)
scattered groups were hurrying from **Woking**, and the **crowd** had increased to (perhaps) a **couple of hundred** (people)
- 4) keep back

145

I

- 1) fallen in
- 2) a **young man** who had been **pushed** in by the crowd was trying to **scramble out** of the hole
(a **young man** was trying to **scramble out** of the hole after the crowd had **pushed** him in)

- 3) lid of the cylinder
- 4)

towards the **Thing** and for a moment, with the **sunset** in my eyes, the cavity seemed **perfectly black**

(towards the **Thing** again and, as I had the **sunset** in my eyes, the (circular) cavity seemed **perfectly black**)

147

I

- 1) mouth
- 2) saliva
- 3) heaved

II

- 1) evening papers
- 2) several workmen
- 3) put up a railing
- 4) jostling
- 5) a human
- 6) the Martian

146

I

- 1) stirring
- 2) (greyish) billowy movements
- 3) two luminous discs

II

- 1) suburbs
- 2) The Martian invaders
- 3) elements of reality
- 4) mysterious cylinder
- 5) scientific education
- 6) opening

148

I

- 1) The Martian had a V-shaped **mouth**, Gorgon groups of **tentacles**, immense **eyes** and oily brown **skin**.
The Martian had a peculiar V-shaped **mouth** (which quivered incessantly) with a pointed upper lip, wedge-like lower lip, Gorgon groups of **tentacles**, extraordinarily intense, immense (vital, inhuman crippled, monstrous) **eyes** and fungoid, oily brown **skin**.

➤ Answers should include the key words above and at least one descriptive detail of each word.

149

I

- 1) The narrator was a battleground of **fear** and **curiosity**, not daring to go back towards the **pit**, (but longing to peer into it,) so he began (walking in a big curve,) seeking some point of **vantage**.

150

I

- 1) The neighbor **repeated** over and over again "what ugly brutes," and when the narrator asked whether he had seen the **man in the pit**, he made no **answer**.

151

I

- 1) Helen goaded James by accusing him of writing on the board, saying that she and her friend thought it was silly, and mentioning (to their mother) that he was late for school.

➤ Answers should include three key words from the following:

- it was James who **wrote** on the board
- the writing was **silly** or **pointless**
- James was **late** for school
- it was **spelled** wrong

152

I

- 1) When James found Simon, Simon stared amiably down at him and said hello in a friendly unconcealing voice, which left James at a loss.

➤ Answers should include at least one key word from each of the following:

- Simon's demeanor: **amiable**, **friendly**, **unconcealing**, not like someone **responsible** for a trick
- James' reaction: **at a loss**, **doubtful**, lacking **conviction**

153	154
I	I
<p>1) We can tell that Aunt Polly thought Tom was generally lazy and untrustworthy because she did not believe that he had finished (whitewashing) the fence and accused him of lying (about it).</p> <p>➤ Answers should include the key word above and either whitewashing or the fence (or both).</p>	<p>1) Tom settled with Sid by throwing clods at him for calling attention to his black thread and getting him into trouble.</p>

155	156
I	I
<p>1) Meg's father thought Meg and Charles Wallace would be able to do whatever they wanted to do when they grew up because of the results he saw on the (IQ) tests he gave them.</p>	<p>1) Meg looks at her mother with both loving admiration and sullen resentment because her mother is a scientist and a beauty, making Meg feel outrageously plain.</p>

157	158
I	I
<p>1) In Sam's room, the bed was neatly made (instead of rumpled) and all his posters and personal things had been tidied away (into cardboard cartons), which made Beth think it looked as if he'd left it for good (OR as if it wasn't Sam's room any more).</p>	<p>1) Beth finally drew Sam from the cupboard by calling him "Sam" (OR using his name), to which he responded that he wasn't Sam but Del-Del.* (... responded that he was Del-Del.)</p> <p>*Students should not be penalized for failing to use quotation marks.</p>
159	160
I	I
<p>1) Anne was writing a diary because although she had loving parents, a sister, about thirty friends and a throng of admirers, she didn't seem to be able to get close to them and felt that she was missing her one true friend.</p> <p>➤ Answers should include the key words above and at least one key word from each of the following:</p> <ul style="list-style-type: none"> • parents, sister, friends, admirers, a family, loving aunts • only talked about ordinary everyday things, could not get close(r), did not confide in each other 	<p>1) Anne was born in Germany and lived in Frankfurt (am Main) until she was four, when her family moved to Holland because they were Jewish.</p>

162 · 163 · 164	
I	I
1) Something heavy and fast flew by Roger, striking (the rock) hard, and he heard a scream (suddenly changing the relaxing atmosphere of the warm summer's day).	1) Roger thought the hole in the rock was a "crafty precision job" and found that it framed the trees (above the house) exactly (, which suggested that it was not natural).*
*Students should not be penalized for failing to use quotation marks.	
163	164
I	I
1) On one side of the vehicle track the group could see beautiful Cobbler's Bay (OR the ocean), the water as blue as royal blood, and on the other, Tailor's Stitch (seamed its way to the summit of Mt. Martin), a sharp straight ridge.	1) According to Ellie, they were going to get into Hell via Satan's Steps , which were huge granite blocks (with no vegetation on them), though the more she looked at them the more unlikely it all seemed.
➤ Answers should include the key words above and at least one key word from each of the following: • natural harbor , far from the city, couple of ships , large trawler , blue , deep , dark , still • sharp straight ridge, bare black rocks	

GII 165 · 166 · 167 · 168	
165	166
I	I
1) Aunt Baba was Adeline's father's older sister , who was meek and shy , and she became special to Adeline because she was ordered to take care of her. Aunt Baba was the older sister of Adeline's father , and being meek , shy and unmarried, she had been ordered to take care of Adeline, which led to her becoming special to Adeline.	1) Adeline's family's house looked as if it had been lifted from an avenue near the Eiffel Tower (OR was built in the French style) and was representative of Tianjin's French concession in general because the concession was like a little piece of Paris transplanted into this big Chinese city.
167	168
I	I
1) When the procession changed direction, Charlie wondered whether they had seen him run , and his heart almost stopped as it crossed his mind that they were going to set him on fire .	1) Charlie saw a man carrying a huge black cross and behind him a man carrying a limp human body (OR corpse) with the head slung down. ➤ Answers should include the key words above and at least two key words from each of the following: • the cross: huge , black , rounded , poles lashed together, chop-marks • the body: more scary , limp , head slung down , feet dangling , arms swishing , big , soft , heavy , parts swung loose , dreadful

169	170
<p>I</p> <p>1) When Ronald's mother heard that Ronald had been bitten by a tarantula, she hurried from the kitchen, took him from the nurse's shoulders and asked (Isaak, the houseboy) for calamine lotion and bandages (from the cupboard).</p>	<p>I</p> <p>1) Ronald's parents had come to Africa because his father's salary in Birmingham had been too small to support a family (and he was offered a better job by the Bank of Africa), but his mother was homesick before she had even left England's shores.</p>
171	172
<p>I</p> <p>1) bombarded him with curses and cooking utensils until he recovered from his consternation and fled into the outer cold.</p>	<p>I</p> <p>1) and he sprang back bristling and snarling, fearful of the unseen and unknown, but a friendly yelp reassured him, and he went back to investigate.</p>
<p>2) lay down on the snow and attempted to sleep, but the frost drove him (shivering) to his feet, and he wandered about (among the tents), only to find that one place was as cold as another.</p>	<p>2) Buck selected a spot, dug a hole for himself, and was soon asleep (soundly and comfortably), though he wrestled with bad dreams.</p>

173	174
<p>I</p> <p>1) was (ultimately) dictated by the weather, since in good weather and full harvest, people ate more and were healthier</p>	<p>I</p> <p>1) was to be the forerunner of three decades of fine weather and marked the end of the "mini ice age"</p> <p>"Students should not be penalized for failing to use quotation marks."</p>
<p>2) Dependence on the land was virtually total with most of the population living in country villages, where land, the ultimate source of all wealth, was jealously guarded. ...in country villages, and as land was the ultimate source of all wealth, it was jealously guarded.</p>	<p>2) the black rat, whose fleas wandered, was supplanted in England by the brown rat, whose fleas nested, and (therefore) (the carriers of the plague remained with their hosts and) the plague virtually disappeared</p>
175	176
<p>I</p> <p>1) repeat offender who had been brought before her (today) and who she hoped had been adequately (and fairly) punished</p>	<p>I</p> <p>1) stroked her arm, and Jonas and Father, who took her hands</p>
<p>2) He knew that people were released because there was a boy in his group (of Elevens) whose father had been released, but no one ever mentioned it, so it was hard to imagine. Jonas knew that people were released because the father of a boy in his group had been released, but no one mentioned it, and it was hard to imagine.</p>	<p>2) Jonas explained that he knew that there was nothing to worry about and that Father and Mother had been through it, but that he was apprehensive about the Ceremony. Jonas knew that there was nothing to worry about and that every adult had been through it, including Father and Mother, but he was apprehensive about the Ceremony.</p>

177	178
<p>I</p> <p>1) I had received in my girlhood the works of Elizabeth Barrett Browning, I had read and reread the pages and longed to see the face and home</p>	<p>I</p> <p>1) the long room, which was Mr. Browning's retreat, and the large drawing-room, where she always sat</p>
<p>2) I shall never forget the morning I spent in the Browning home, and though the poet-wife had gone out from it, here were her books, pictures and a marble bust of her.</p>	<p>2) seemed a proper haunt for poets because of its dreamy look, the large bookcases brimming over with wise-looking books, and tables covered with more brightly bound volumes</p>
179	180
<p>I</p> <p>1) began each day by waxing (the ends of) his mustache because his appearance was important</p>	<p>I</p> <p>1) were lost in a shipwreck, and Beyer, unable to bring himself to go home, bought a (steamship) ticket to the United States (...shipwreck, and unable to bring himself to go home, he bought...)</p>
<p>2) a (small) rattlesnake bit his (pinky) finger for several days in a row as a way of testing the theory of inoculation, was relayed to papers throughout the United States and Germany</p>	<p>2) he had no trouble finding work, and in 1893 he was hired to build a natural history museum at Tulane University, after which he was always on the lookout for specimens he had no trouble finding work, and was hired to build a first-class natural history museum, which sent him on the lookout for rare and exotic specimens</p>

181	182
<p>I</p> <p>1) has been worked with for thousands of years, though it is now mainly used to make steel (...years, now being mainly used to make steel)</p>	<p>I</p> <p>1) forms of iron that contain carbon, such as steel, are harder than pure iron and (therefore) more useful</p>
<p>2) is made in blast furnaces, contains a small amount of carbon (left over from the blast furnace coke), and was used to make (tools, weapons and) many (other) objects</p>	<p>2) Pure copper is easy to cast in molds and very malleable, so it has been used to make a wide range of objects.</p>
183	184
<p>I</p> <p>1) to herd cattle for the first time, an honor (that) he takes seriously (...first time and (he) takes the honor seriously)</p>	<p>I</p> <p>1) C. J. walks (the five miles) back with the Masai, wondering what they think of his classmates (who left)</p>
<p>2) the sun is low (and the terrain level), and some of the American boys tap the cows on the back (with their spears), but a Masai asks them not to hit them (because they belong to someone) ...but are told (by a Masai) not to hit them</p>	<p>2) (Over the years,) Lekuton's trips have profoundly affected his students, such as Colin Feehan, who saw poverty for the first time and realized that he had to give back.</p>

I

1)
had nothing better to do than cure **insect bites** for "little Indians," for he was (a doctor,) not a **veterinary***

*Students should not be penalized for failing to use quotation marks.

2)

if he had any **money**, Kino reached into a **secret place** under his blanket and brought out a **paper** folded many times, unfolded it and showed eight almost **valueless** seed pearls

whether he had any **money** to pay for the treatment, Kino reached into a **secret place** and brought out a **paper**, in which there were eight small, almost **valueless** seed pearls

I

1)
several **red and green** lines (no one had ever seen before), (which were) the spectral "fingerprint" of a **new element***

*Students should not be penalized for failing to use quotation marks.

2)

was opened by calling it a **new element**, because all the known elements fitted neatly in **groups** on a periodic chart, but there was (absolutely) **no gap** for a colorless, odorless gas
...on a periodic chart, and there was **no gap**...

I

1)
the doctor had gone **out** to a **serious case**, before shutting the gate quickly out of **shame**
(...**serious case**, and shut the gate...)

2)

in front of the **gate** for a long time, Kino (slowly) put on his **hat**, then (without warning) struck the gate with his **fist** and looked (down) in wonder at his **split knuckles**

I

1)
trying to find ways to **convince** the doubters when he got a letter from a **friend** about Hillebrand's **bubbles**

2)

The chemists began to work very **carefully** to remove every **trace** of every gas that might contaminate the sample, and what was **left** was colorless, odorless, and totally unreactive.

I

1)
written their **names** on each piece of **money**, each setting his own **stamp**, the **chief official** dips the **seal** in cinnabar (...of **money** and set their own **stamps**, the **chief official** dips in cinnabar the **seal** or bull assigned to him)

2)

are perfectly willing to **accept** these papers in payment, since wherever they go they pay in the same **currency**, and they can buy (and pay for) **anything** with them

I

1)
summons (twelve) **experts** to **examine** the wares and **pay** (the traders) what they judge to be their true value

2)

The twelve experts pay the traders in **paper currency**, which the traders **accept willingly** because they can **spend** it throughout the Great Khan's dominions, and this can mount up to **400,000** bezants.
The experts pay the value of the wares in **paper currency**, which the traders **accept willingly** because they can **spend** it afterwards on various goods, and the wares brought in throughout the year can mount up to **400,000** bezants.

I

1)
The Prince considers **misery** to be the greatest **mystery**, and the Swallow witnesses this misery in beggars at the gates of the rich and the (white) faces of starving children.

➤ Answers should include the key words above and the key words from two of the following:

- **beggars** sitting at the gates of the rich
- (white) **faces** of **starving**
- two little **boys** (lying in each other's arms) trying to keep themselves **warm**

I

1)
Even though it was so **cold** that long icicles hung down from the eaves of the houses, the Swallow did not leave the Prince because he **loved** him too much.

➤ Answers should include the key words above and the key words from at least one of the following:

- (long) **icicles** hung (like daggers) from the **eaves** (of the houses)
- **everybody** went about in **furs**
- the (little) **swallow** **flapped** his **wings** to try and keep (himself) **warm**

193	194
I	I
<p>1) Dahl was talking to an anaesthetist about a brand-new anaesthetic that was very quick and comfortable. Dahl asked the anaesthetist what the name of the new drug was, to which he replied that it was sodium pentathol, and explained that it was very quick and comfortable.</p> <p>➤ Answers should include the key words above and either anaesthetic or sodium pentathol (or both).</p>	<p>1) Dahl felt quite unafraid (OR did not feel frightened) about the operation, even though the doctor was using the anaesthetic for the very first time, and he lay there waiting and absolutely nothing happened.</p>
195	196
I	I
<p>1) The way Frith found herself unconsciously hurrying as she walked and the sudden alarm that seized her when she saw that Rhayader was going away (OR loading supplies) suggests that she had been looking forward to seeing him. (Frith's firm tread on the sea wall that was full of eagerness, and the sudden...)</p>	<p>1) Rhayader was setting off to rescue British army men who were trapped at Dunkirk, and Frith feared that he wouldn't come back. (..., and Frith feared that it would be dangerous.)</p>

197	198
I	I
<p>1) Elsa's instinct to join one of the prides was slow to develop, but she did open her first waterbuck correctly and went on to bury the stomach, and soon took to dragging her "kill" into the shade.*</p> <p>*Students should not be penalized for failing to use quotation marks.</p>	<p>1) Adamson viewed their trip to the Mara as a failure because (although she began to seek out the company of other lions,) Elsa had not (OR had only briefly) joined up with a pride, and still had not killed for herself by the end of the three-month time limit.</p>
199	200
I	I
<p>1) The Deputation were trying to communicate with the Martians by waving a white flag, to show them (by approaching them with signals) that humans too were intelligent. The Deputation were trying to communicate, by approaching the Martians waving a flag, that humans were intelligent too.</p>	<p>1) The "little distant crowd" were the Deputation, who died when a Martian rose out of the pit and (fired an invisible jet that) turned each man suddenly and momentarily to fire.*</p> <p>➤ Answers should include the key words above and at least one key word from the following:</p> <ul style="list-style-type: none"> • turned to fire, flashed into flame, (fired) an invisible jet, (killed by) an (almost noiseless and blinding) flash of light, an (unseen) shaft of heat <p>*Students should not be penalized for failing to use quotation marks.</p>

Grading guidelines

General notes

Be flexible when grading answers in Level GII. Alternative answers are given in parentheses, but in some cases students' answers might be worded differently and yet still be correct.

American English spelling and punctuation standards are used throughout the Answer Book for uniformity. However, students may use Canadian English spelling and punctuation standards or those presented in the text without penalty. For example, *color* and *colour*, *recognize* and *recognise*, etc. are equally acceptable.

Wrong answers

Mark (X) the exercise number and subtract on the grading scale accordingly.

Note that some questions may be double the value of others. These questions are followed by [2], and wrong answers to these questions should be marked as two errors on the grading scale.

Key words (shown in **bold**) must be included for a correct answer. Students may change the form of the key words (e.g., from present to past tense).

For exercises with marking boxes, mark the relevant parts of the marking box as well, depending on how the student needs to correct the mistake.

> Locating correct section(s)

Mark this box if the student needs to take the answer from a different section of the passage.

> Key words

Mark this box if the student needs to include more key words (shown in **bold**).

> Composition

Mark this box if:

- the student needs to make the answer more succinct
- the student needs to improve the way the answer is composed by:
 - removing repeated information
 - changing the structure or content of the answer sentence to match the context of the passage

Partial errors

Draw a triangle (△) over the exercise number and subtract 5% when a student needs to correct one or more partial errors, for example:

- spelling errors
- errors in punctuation
- wrong tense
- missing articles
- subject/verb disagreement
- wrong pronouns

Marking summary exercises

KUMON®
GII 21a
Summary Method Level G:
Using Diagrams 3

Name: _____ Date: ____/____/____ Time: ____:____:____

Read the passage and then do the exercise.

Castles were first built in Europe over a thousand years ago. They began as wooden motte-and-bailey castles that burned easily. From the eleventh century, castles were built of more resilient stone.

Complete the summary of the passage. Use the diagram, which shows how to summarize the passage based on its topic, to help you.

[SUMMARY DIAGRAM]

Castles, which were first built...
began as...
but from the eleventh century were...

[SUMMARY]

Castles, which were first built in Europe over a thousand years ago, began from eleventh-century castles, but from the eleventh century were built of stone.

1 motte-and-bailey: a castle built on top of a man-made hill (mote) with an enclosed courtyard (bailey) surrounded by a protective ditch at the bottom of the hill.

Answer Book

- 1) Castles
- 2) as wooden motte-and-bailey
- 3) built of stone
(built of more resilient stone)

Wrong short answers

- Mark the exercise number.

Partial errors

- Draw a triangle over the exercise number.

GII 28b

Read the passage and then do the exercise. (Key words in the passage are highlighted.)

A person's **facial expression** can tell us instantly how he or she is feeling without that person saying a word. People also use **tone of voice** and **gestures** to communicate emotion. This component of **communication** that runs alongside the words we speak is called **paralanguage**.

Summarize the passage in one sentence. Use the diagram, which shows how to summarize the passage based on its topic, to help you.

[SUMMARY DIAGRAM]

Paralanguage
is the component of communication that...
such as...

[SUMMARY]

Paralanguage is the component of communication that runs alongside the words we speak, such as how a person's facial expression can tell us instantly how he or she is feeling, and how people use tone of voice and gesture to communicate emotion.

Key words [2] Composition [2] X

1)

Paralanguage is the component of **communication** that runs alongside the words we speak, such as **facial expression, tone of voice and gestures**.

Overly long summaries

- Mark the exercise number.
- Mark the Composition box.

KUMON®
GII 114a

Summarizing a Single Paragraph 7
"The Teenage Body Clock"

Name: _____ Date: ____/____/____ Time: ____:____:____

100%
Completed 0 1 2 3 4 5 6 7

On side a and side b, read the passage and then complete the summary, using the key words highlighted where given.

1) If you wake early and get outside, the body's master clock tends to shift earlier, says Mariana Figueiro, a scientist at Rensselaer Polytechnic Institute in Troy, N.Y. 2) That means you're alert when it is light outside and sleepy when it's dark. 3) However, for the same reason that blue light is helpful in the morning, it can be disruptive to the body clock when eyes encounter it at night.

4) According to scientist Mariana Figueiro, when you wake and get outside, the body's master clock can shift earlier, making you alert when it's light and sleepy when it's dark. 5) Just as blue light can be helpful in the morning, though, it can be disruptive to the body clock at night.

*Marking box for 1: Key words [2] ☒ Composition [2] ☐

- 1) if you wake **early** and get outside, the body's master clock tends to **shift earlier**
2) at night

Missing key words

- Mark the exercise number.
- Mark the Key words box.

GII 114b

Computer screens, TVs and other electronic devices all emit some blue light. So their use at night could unknowingly push tired students to stay up even later.

But here too there is a simple solution: wearing orange goggles. They may look dorky, but they'll block out blue light. The trick is to wear them in the evening, not in the morning.

Worn in the evening, blue-blocker goggles can protect students from getting the signal that it's daytime when in fact the body should be winding down for sleep.

"The Teenage Body Clock", Science: Science News, used with permission. Susan Gaskin, author. Originally published August 5, 2013.

Blue light is emitted from computer screens, TVs, and other electronic devices, so their use at night could cause tired students to stay up even later. A simple solution is wearing orange goggles in the evening, which will block out the blue light. These blue-blocker goggles give students the signal that it is late in the evening when the body should be winding down for sleep.

*Marking box for 4: Key words [2] ☐ Composition [2] ☒

3) tired students

4) **blue-blocker** goggles can protect students from getting the **signal** that it's daytime

Summaries that don't match the context of the passage

- Mark the exercise number.
- Mark the Composition box.

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Comprehension Check 1

Name: _____ Date: ____/____/____ Time: ____:____:____

100%
Completed 0 1 2 3 4 5 6 7

appointed; after which the armies fell into line and marched away, and Tom turned homeward alone.

As he was passing by the house where Jeff Thatcher lived, he saw a new girl in the garden—a lovely little blue-eyed creature with yellow hair plaited into two long tails, white summer frock, and embroidered pantalettes. The fresh-crowned hero fell without firing a shot.

The Adventures of Tom Sawyer by Mark Twain

How did Tom settle with Sid? What for?

Tom settled with Sid by agreeing upon the terms for their next battle.

Locating correct section ☒ Key words ☒ Composition ☒

- 1) Tom settled with Sid by throwing **clods** at him for calling attention to his black thread and getting him into **trouble**.

Answers that are taken from the wrong part of the passage, don't match the context of the passage and are missing key words

- Mark the exercise number.
- Mark the Locating correct section box.
- Mark the Key words box.
- Mark the Composition box.

Partial errors

- When an exercise number has already been marked, you don't have to draw a triangle or subtract any points for partial errors in the same question.

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Comprehension Check 1

Name: _____ Date: ____/____/____ Time: ____:____:____

100%
Completed 0 1 2 3 4 5 6 7

and embroidered pantalettes. The fresh-crowned hero fell without firing a shot.

The Adventures of Tom Sawyer by Mark Twain

How did Tom settle with Sid? What for?

Tom settled with Sid by throwing clods at him for getting him told off by Aunt Polly.

Locating correct section ☐ Key words ☐ Composition ☐

- 1) Tom settled with Sid by throwing **clods** at him for calling attention to his black thread and getting him into **trouble**.

Use of synonyms of key words (when not highlighted on the worksheet)

- Mark as correct when the answer conveys a similar meaning to the one in the Answer Book.

<p>I</p> <p>1) Diamond is the hardest naturally occurring material on Earth, which is why diamond tips are used for cutting tools.</p> <p>II</p> <p>1) WHO, also a specialized agency of the United Nations, was established to promote international cooperation for improving health conditions (worldwide).</p>		<p>I</p> <p>1) The muscle in the digestive system is smooth muscle, which continues to function even when we are asleep.</p> <p>II</p> <p>1) Signs that a person is in REM sleep include eyes moving rapidly beneath closed eyelids and frequent body movement.</p>	<p>I</p> <p>1) Skeletal muscle 2) striated 3) in response to nerve signals</p> <p>II</p> <p>1) two types of sleep 2) REM 3) non-REM</p>
<p>I</p> <p>1) light shining on and through 2) diamonds 3) carved and polished</p> <p>II</p> <p>1) United Nations 2) develop world education, science and culture 3) world peace and security</p>		<p>I</p> <p>1) stocks and shares 2) stock exchanges 3) at a higher price</p> <p>II</p> <p>1) Tough plastics called composites are ideal for making helicopters because they are (both) light and (very) strong.</p>	<p>I</p> <p>1) laws 2) protect the individual's rights 3) rights of society</p> <p>II</p> <p>1) The penalties imposed on people who break the law are intended to deter offenders from further wrongdoing and protect society.</p>

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I

- 1) as the Black Death
- 2) across Europe
- 3) the population to two-thirds

II

- 1) Another **plague epidemic**, known as the Great Plague of London, struck London in 1664-66, killing (some) **70,000 people**. Another **epidemic** of the **plague**, known as...

I

- 1) A percussion instrument
- 2) body
- 3) a taut membrane
(of a taut membrane)
(a stretched skin)

II

- 1) **Stringed instruments**, such as the **violin**, (the) **viola** and (the) **cello**, produce sound by the **vibration** of (their) strings. **Stringed instruments**, such as **violins**, **violas** and **cellos**, produce sound by the **vibration** of (their) strings.

I

- 1) longitude and latitude
(latitude and longitude)
- 2) grid system
- 3) describe the location

II

- 1) The **prime meridian**, or **Greenwich meridian**, is the line of **0 degrees longitude** that runs through **Greenwich** in London.

I

- 1) Mark Twain
- 2) his novel
- 3) his own experiences (as a boy)

II

- 1) The author, whose **real name** was Samuel Langhorne Clemens, took his **pen name** (, "Mark Twain,") from an old **river expression** meaning two fathoms deep.

I

- 1) regular aerobic exercise
- 2) the heart and lungs
- 3) their ideal weight

II

- 1) Activities that provide the body with **aerobic exercise** include **walking**, which almost everyone can do, as well as **running**, **swimming** and **cycling**.

I

- 1) lingua franca
- 2) second language
- 3) speak the same first language

II

- 1) **Inflected languages** are languages in which **changes** of **spelling**, and often also **pronunciation**, show the tense of a verb or that a noun is plural. **Inflected languages** are languages in which **changes** of **spelling** and **pronunciation** show a verb's tense or that a noun is plural.

I

- 1) Copernicus
- 2) (the) Earth revolves around the sun
- 3) was widely opposed

II

- 1) **Galileo**, the father of modern science, is famous for providing **visual proof** of **Copernicus's theory**, proof that was later **corroborated** by (the work of the German astronomer) **Kepler**.

I

- 1) All dogs kept as pets
- 2) acceptable
- 3) (highly) destructive or (even) dangerous

II

- 1) The **decision** to become a **dog owner** requires **careful consideration** because a dog is totally **dependent** on its owner for all of its care.

I

- 1) live around sulfur vents
- 2) depend on sunlight's energy
- 3) chemicals

II

1)
Unlike animals, **plants** need only **sunlight**, **soil**, and **air** to **flourish** because they can use **photosynthesis** to convert sunlight, water (from soil), and carbon dioxide (in the air) into **energy**.
...use **photosynthesis** to convert these three ingredients into **energy**.
...use **photosynthesis** to convert them into **energy**.

I

- 1) traveled far from
- 2) tourism
- 3) a significant source of income

II

1)
Though travel was once a pursuit (only) for the **very rich**, **improvements** in transport have made journeys **faster** and **cheaper**, bringing tourism within the reach of **ordinary people**.
Though travel was once only for the **very rich**,...

I

- 1) Global warming
- 2) first detected
- 3) more frequent droughts and floods, and catastrophic heat waves

II

1)
Carbon dioxide emissions, which have **increased** (steadily) since the **Industrial Revolution**, are thought to be (at least partly) to **blame** for global warming.

I

- 1) Impressionism
- 2) at the end of the nineteenth century
- 3) emphasized the transient effects

II

1)
Cubism was an influential style of art pioneered by **Picasso** and **Braque**, who **rejected** traditional techniques of **perspective** and depicted subjects from **many viewpoints** simultaneously.

I

- 1) Castles
- 2) as wooden motte-and-bailey
- 3) built of stone
(built of more resilient stone)

II

1)
A castle's **towers**, which were a vital part of its **defenses**, were **square** in earlier castles, but **round** in later castles.
...were **square** (with vulnerable corners) in earlier castles, but (these) were replaced by (stronger) **round** towers in later castles.

I

- 1) memorable slogan
(memorable advertising slogan)
- 2) effective advertising campaign
- 3) if we remember the slogan

II

1)
An understanding of the **characteristics** and **behavior** of people who **buy** products is essential to **advertisers** because it enables them to reach the **target audience**.

I

- 1) Pompeii
- 2) engulfed by
- 3) an (important Roman) archaeological site

II

1)
One of the most disastrous in history, the **eruption of Krakatoa** in 1883 generated a **tidal wave** (over 98 feet high) and was **heard** (by people 2,982 miles away) in **Australia**.

I

- 1) The Louvre Museum
- 2) Paris
- 3) rich collection of European painting

II

1)
The **British Museum**, an imposing building in **London's Bloomsbury district**, houses one of the world's **largest history collections**, with **antiquities** from around the world, including the (famous) **Rosetta Stone**.

25		26	
I	1) tropical cyclones 2) (strong) winds 3) (torrential) rain	I	1) dinosaurs had large eye sockets 2) color-sighted descendants 3) used color
	II		II
II	1) Characterized by high winds swirling around a central eye , tropical cyclones can be tracked using satellite images, and warnings can be issued to people in areas likely to be affected .	II	1) Coelurosaurs had long tails , (three) forward-pointing toes and walked on their (two) hind legs , and scientists believe they were the closest dinosaur ancestors of today's birds .
	27		28
I	1) Zero 2) Hindu mathematicians 3) gave us our number system	I	1) Gestures 2) convey meaning 3) beckoning, or waving the hand
	II		II
II	1) Our method of counting time uses a base-60 system , which is a modified version of a system used by (the) ancient Babylonians .	II	1) Paralanguage is the component of communication that runs alongside the words we speak, such as facial expression , tone of voice and gestures .

GII 29 · 30 · 31 · 32			
29		30	
I	1) <i>Grimm's Fairy Tales</i> 2) "Sleeping Beauty" and "Hansel and Gretel" ("Sleeping Beauty") ("Hansel and Gretel") 3) existing folk tales	I	1) Chocolate 2) from cocoa beans 3) mixed with sugar and other ingredients
	II		II
II	1) Most of Hans Christian Andersen's fairy tales, which include " The Ugly Duckling " and " The Little Mermaid ," were his own original creations, not retellings of (traditional) folk tales.*	II	1) Coffee beans are produced from coffee cherries , which are harvested and have their (fleshy) outer pulp removed to leave the inner seeds . Coffee beans are produced from coffee cherries , the fruits of an evergreen shrub, which are...
	*Students should not be penalized for failing to use quotation marks or indicate italics.		32
31		32	
I	1) Chemistry 2) the study of the elements 3) way 4) compounds	I	1) Modern chemical investigations 2) a range of materials (an enormous range of materials) 3) techniques 4) alchemists
	II		II
II	1) The earliest chemists were Bronze Age workers , who discovered how to turn copper ore into (a) useful metal , and Egyptian alchemists , who sought to transform base metals into gold .	II	1) The chemical industry provides the materials to create buildings , machinery , vehicles and clothes , as well as fuels , fertilizers , pesticides and high-quality silicon .

I

- 1) elements
- 2) (92) naturally occurring
- 3) (20) synthetic
- 4) metals and nonmetals

II

- 1)
Metals, such as iron, (copper, zinc, and uranium,) are **shiny solids** that **conduct** electricity, **melt** at high temperatures, and are **malleable** and **ductile**.

I

- 1) represent the elements
- 2) capital
(capital letter)
- 3) a small letter
- 4) zinc

II

- 1)
The Romans called **lead** plumbum, which gives the **symbol Pb** and, since they used lead to make **water pipes**, also shows the origin of (the words) **plumber** and **plumbing**.

I

- 1) Nonmetals
- 2) conduct electricity
- 3) brittle
- 4) (much) lower temperatures

II

- 1)
All the **natural elements**, except helium and neon, can **combine** to form **compounds**, which can be broken down again by **chemical reactions**.

I

- 1) found in rocks
- 2) elements
- 3) pure substance
- 4) extracted
(used)
(extracted and used)

II

- 1)
The only naturally occurring **nonmetals** are carbon, found as **diamonds**, **graphite** and **charcoal**, which was used to **manufacture** iron, and sulfur.

I

- 1) Elements
(The elements)
- 2) the center
(the center of the subject)
- 3) increasing speed
- 4) improved

II

- 1)
The **universe** consists of 99% **hydrogen** and **helium**, but **heavier elements** are made when **nuclear reactions** inside **stars** **squeeze** hydrogen and helium together.
...when **nuclear reactions** inside **stars** **squeeze** them together.

I

- 1) advanced
- 2) the properties of materials
(their properties)
(and calculate the properties of materials)
(and calculate their properties)
- 3) develop new materials
- 4) choose materials

II

- 1)
Driven by the **understanding** of materials, technology helps to expand the **range** and improve the **quality** of available materials and has also helped to create **whole new groups** (of materials).

I

- 1) Synthetic elements
- 2) nuclear reactions
- 3) unstable
- 4) they decay
(they fall apart)

II

- 1)
Humans have long studied the **appearance and feel** of (objects and) materials and gradually **experimented** to discover how they could be **used**, learning about their **properties** along the way.

I

- 1) The first materials
- 2) rocks and stones
- 3) plant fibers
- 4) rope, string, and thread

II

- 1)
New **natural substances** and ways to make **new materials** have been discovered over many centuries, such as the discovery that **clay** could be **hardened** (by heat) to make **ceramic pots**.
...that **clay** can be **hardened** by heat to make **ceramic pots**.